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Code Switching in Relation to the Field of Study: Case of Students in Tlemcen University

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DEDICATION

I would like to dedicate my dissertation to my family. A great feeling of gratitude and love goes to my parents for their piece of advice and their constant desire to see me being always successful.

A special feeling of warm and love goes to my sister and my brothers who helped me a lot to fight for my dreams and never give up in this life.

I would like to dedicate this work also to my best friend Marwa who supported me in every step of my life and not only in this work by her valuable words and her wishes to me to be always the best.

Samira

I would like to dedicate this work to my family especially my little brothers,my father and my mother without you I will never make my dream come true.I would like dedicate this work also to my friends especially Mohamed who supported me all along this work.

Amel

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ABSTRACT

The current research work aims at investigating the phenomenon of code switching which gains a widespread interest among scholars. This paper investigates the factors that lead Tlemcenian university students to codeswitch. In addition, it presents a new concern which is studying code switching in relation to the field of study and the matter is that how this affects the use of such strategy among students. The paper also calls into question students' attitudes towards code switching. To reach a reliable and valid data three research tools are employed namely the questionnaire and the interview, as well as relying on recording techniques that help to collect examples. Our findings reveal that there are different factors that motivate university students to switch codes. Besides, the field of study is identified as having a significant influence on the use of code switching, and that is observed in all the departments of Tlemcen University. Furthermore, our obtained results show mostly positive attitudes towards the phenomenon of code switching.

Table of Contents

LIST OF TABLES

LIST OF FIGURES

LIST of ABBREVIATIONS and Symbols

AA   Algerian Arabic

MSA   Modern standard Arabic

FR   French

MT   Mother Tongue

CS   Code switching

CM   Code mixing

EA   Egyptian Arabic

Phonetic Symbols

ء	ʔ	ط	ṭ
ت	t	ظ	ð̣
ث	Θ	ع	ʕ
ج	ʒ	غ	ɣ
ح	ħ	ف	f
خ	χ	ق	q
د	d	ك	k
ذ	ð	ل	l
ر	r	م	m
س	s	ن	n
ش	ʃ	ه	h
ص	ṣ	و	w
ض	ḍ	ي	j

General Introduction

General Introduction

It is very common to see bilingual speakers alternate between two or more languages/ varieties within the same conversation during communication process. This phenomenon is known as code switching. In fact, code switching has been one of the most problematic topics among linguists since the 1970s till today. Myers Scotton (1997:47) defines the term as "the use of two or more languages in the same conversation usually within the same conversational turn, or even within the same sentence of that turn"

The switch may be for just one word or for several parts of speech. The varieties may be from two or more unrelated languages or from distinct styles of the same language. There are several reasons that can lead bilinguals to codeswitch, many experts have tried to explain those reasons as well as the factors behind switching occurrence one of them is Gumperz who proposed a list of functions and purposes that typically make people use code switching in 1982.

Since Algeria is a diglossic as well as a multilingual speech community it can be a good instance where code switching can be studied and analyzed. Thus, this study investigates code switching between French and Algerian Arabic and other varieties in Tlemcen. We conducted this study to observe to which extent Tlemcenian University Students use code switching and the way their field of study can be one major factor influencing the use of code switching.

This research work is a comparative case study in which the researcher selects different students from different departments to analyze the use of code switching. The aim is to shed light first on the incentives that drive Tlemcenian university students to codeswitch between AA and French. Secondly, our aim is to throw light on student's attitudes towards CS, and most importantly to capture the role of education in the use of code switching. The overall aim is to analyze Tlemcenian university students' speech and to deep dive into this investigation leading to the birth of new theories concerning the use of CS.

These queries built up the following questions:

1. What motivates university students to adopt code switching?

2. What are students' attitudes towards the phenomenon of code switching?

3. How does university students' field of study affect the way they alternate between codes (languages)?

In this regard, three hypotheses attempt to answer the abovementioned research questions in order to be either confirmed or rejected, these are as follows:

- University students switch between languages on the basis of some incentives like the topic and the speaker.
- Most of university students have negative attitudes towards the use of code switching.
- The selected code or language that university students often switch to is regarded as the language of their field of study.

On the subject of research methodology and tools, they are chosen on the basis of research questions. Since our aim is first to explain, explore and collect factual and inventory data, questionnaire, interview and recordings are employed. The questionnaire has shown the factors that push university students to codeswitch between different varieties, as it collected data about attitudes toward the use of code switching between different varieties. This process takes place in the university of Tlemcen where the questionnaire is distributed to 68 random sample from different departments taking into consideration both genders. Moreover, a structured interview is employed, it aims at collecting examples about the use of code switching, giving the chance to interviewees to speak freely. As for the recordings they are conducted to collect what the researcher is not able to reach by the previous mentioned instruments. they elicit different examples of students 'conversations.

The present dissertation is divided into three chapters which are interrelated. The first one is devoted to literature review that represents code switching together with the different perspectives and theories provided by different scholars.

The second chapter tackles the sociolinguistic profile of Algeria. It handles the historical background of languages that exist in this community along with the explanation of the existence of different linguistic phenomena including diglossia, bilingualism, borrowing and most importantly code switching. The third chapter addresses the methodology of present research work. It gives an explanation about the process of sampling giving details about the number, gender, place of residence and the field of study. Moreover,

it explains the most reliable and valid research instruments and tools that the researcher finds most suitable, and also it elucidates the way examples are provided by means of questionnaire, interview and recordings that supplied both quantitative and qualitative data. This chapter also attempts to analyze the collected data. Thus, it is a practical part that explains the occurrence of code switching among university students in relation to their field of study.

Chapter one:

Theoretical background of the study

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1.1 Introduction

The phenomenon of language contact has resulted a number of phenomena such as bilingualism which generally leads to the alternation between different codes in one's day to day interaction this phenomenon is termed as code switching. The latest studies have shown that the occurrence of CS is almost the result of certain linguistic, social and psychological factors. It is a linguistic term that was used to explain the various varieties or languages used by bilinguals.

This chapter sheds light on the different studies done on code switching starting from the social ones. As it handles the difference between code switching and code mixing as well as borrowing since they carry out similar practice. The researcher aim is to draw relationship between the use of code switching and education likewise attitudes, these are another important terms to tackle in this chapter.

1.2 Social aspects of code switching

Code switching is a common practice in bilingual speech. It has been approached from different views which made this phenomenon difficult to be explained as it was confirmed by Milroy and Muysken (1995: 12): "The field of CS research is replete with a confusing range of terms descriptive of various aspects of the phenomenon sometimes the referential scope of a set of these terms overlaps and sometimes particular terms are used in different ways by different writers".

The term Code Switching defined as the "use of elements from two languages in the same utterance or in the same stretch of conversation" (Paradis, Genesee,&Carago, 2011: 88). Therefore, it refers to the use of different languages in the same utterance.

It has been viewed from different perspectives, and the first who termed this phenomenon as code switching is Vogt (1954) in his work done in Language Contacts, who referred to it as a psychological phenomenon with extra-linguistic causes. Vogt (ibid: 46) defines it stating that: "Code switching in itself is perhaps not a linguistic phenomenon but rather a psychological one and its causes are obviously extra-linguistic".Weinreich (1953) claimed that bilinguals alternate between languages according to the speech event, for him a teacher in a university as an instance is expected to present a lecture using a formal code. However, he may change the code to be less formal or informal outside the classroom when a student asks him to explain something personal, code switching in this respect depends on the topic first and then the participants. In fact, this view was criticized since it does not give

the participants the chance to choose the code but, it is only the speech event that controls everything.

Gumperz was considered as the most prominent figure in the study of code switching, his work on code switching from the sociolinguistic, linguistic, anthropology was influential. Gumperz defines code switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (1982a: 59).

Gumperz's work was conducted in northern India (Gumperz 1958, 1961,1964a,1964b) focusing on Hindi and its dialects each of which plays different functions. In this respect, he argued that:"Most males residents, especially those who travel considerably, speak both the village and the regional dialect. The former is used at home and with other local residents; the latter is employed with people from the outside" (1958: 669). This means that language choice depends on the speakers and their relationships.

In 1963, Gumperz and Bloom conducted a study in Hemnesberget, a small village of about 1,300 people in Northern Norway, where they distinguished between standard literary Bokmal and local Ranamal. According to Gumperz these two codes are identified on the basis of the participants,the topic and the setting. They write that "The most reasonable assumption, is that the linguistic separateness between dialect and standard… is conditioned by social factors". This has come to be a touchstone in code switching research as they extended this theory and they realized that for example teachers used to discuss lectures in standard Bokmål, however for open discussion they turn to regional Ranamål, Bloom and Gumperz termed this type as situational code switching. They add metaphorical code switching in which some topics may be discussed in either code, but the choices of code add a distinct flavor to what is said about the topic. Hymes and Gumperz (1972) give a description of these two saying: "In Hemnes the research sites situational switching involves change in the participants and/or strategies, metaphorical switching involves only a change in topical emphasis." Gumperz and Hymes (1972: 409).

The choice encodes certain social values (Nomura 2003: 105) which was further developed to the so-called conversational CS, carrying the idea of alternating between codes for the use of quotation, message qualification, interjection, addressee specification.

Later on, Romain (1995: 161-162) made a summary about what Gumperz theorized and said that switches are used:

–   As sentence fillers.

–   To clarify or emphasize a point.

–   To shift to a new topic.

–   To mark the type of discourse.

–   To specify a social arena.

Actually, Gumperz view was limited. The fact that pushed Auer 's conversational analysis focusing on the sequential implicativeness of language choice '(Auer 1998: 162), and Myers Scotton giving the markedness model which was considered as " …an explanation accounting for speakers socio psychological motivations when they engage in CS."

Gumperz analysis of code switching as a social aspect was further developed by Myers Scotton (1993) in her markedness Model in the book Social Motivations for Code switching: Evidence from Africa (1993). According to her in all speech communities there are two ways of speaking. In this regard, bilinguals are aware of the social results of the selection of two different codes in different situations, she termed them as marked and unmarked codes, that is, the choice of one code over another in different contexts or as she named them set of rights and obligations in this way speakers negotiate their identity through the choice of these two codes. Thus, she argues that (1993: 88): "As speakers come to recognize the different RO sets possible in their community, they develop a sense of indexicality of code choices for these RO sets". Her markedness model splits up into three maxims namely. The unmarked choice maxim directs, "Make your code choice the unmarked index of the unmarked RO set in talk exchanges when you wish to establish or affirm that RO set". The marked choice maxim directs, "Make a marked code choice…when you wish to establish a new RO set as unmarked for the current exchange". The exploratory choice maxim states, "When an unmarked choice is not clear, use CS [code switching] to make alternate exploratory choices as candidates for an unmarked choice and thereby as an index of an RO set which you favor" (142). Myers Scotton Markedness Model was further developed to Rational choice model, it is about the speakers 'own subjective motivations and their objective opportunities '(Myers-Scotton & Bolonyai, 2001: 5), that is the choice of the language is rationally determined.

1.3   Syntactical and morpho syntactical aspects of code switching

The Second research approach done on code switching is grammar, i.e., the way bilinguals organize their languages in their conversations. Many theoretical models have been proposed concerning the grammatical constraints across CS sentences which focused mostly on intrasentential CS which refers to switching within the same sentence, it can be a word or a phrase from another language, which in turn created many types of constituents.

Scholars who were interested in this are (Timm (1975), Wentz and McClure (1976), Pfaff (1979), poplack (1980-81), Muysken and Singh (1986), Myers scotton (1993). Timm was seen to be the first who tackled these aspects of CS taking Spanish\English as an example, he gave five features that prevent code switching occurrence, for example in a NPS that consists of nouns and adjectives or between negation and the verb, verb and its auxiliary. Following Timm, Pfaff (1979) also worked on Spanish\English CS and he writes the following concerning nouns\adjectives CS"Adjective/noun mixes must match the surface word order of both the language of the adjective and the language of the head noun." (Pfaff, 1979: 306).

Other major works done in this regard was of poplack (1980,1981) and Sankoff (1981). They introduced two types which are the equivalence constraint and the free morpheme. For the former, it indicates that CS cannot occur if L1 and L2 elements are not ordered the same .in the line of this poplack (1980) says:

> Code switches will tend to occur at points in discourse where juxtaposition of L1 and L2 elements does not violate a syntactic rule of either language, i.e., at points around which the surface structures of the two languages map onto each other. According to this simple constraint, a switch is inhibited from occurring within a constituent generated by a rule from one language which is not shared by the other. Poplack (1980: 586).

Sometimes code switching occurs also when the word order of the two languages is not the same and this can be found in Algerian speech, this means that the AA verb can either be found after or before the subject, whereas the French verb must follow the subject like in the following sentence "**je pense marakʃ waʒəd pour les examens" \i think you are not ready for the exams**. This is not the case for the sentence **"un grand chien"**," **Kalb Kbir"\a big dog,** here code switching cannot occur because of the non-equivalent in the NP , that is, it cannot be used as "**un grand kalb"**). For the free morpheme constraint, poplack (1980) says that:"codes may be switched after any constituent in discourse provided that constituent is not a bound morpheme. This constraint holds true for all linguistic levels but the

phonological". Code switching can occur if any word is adapted phonologically to a host language. This type received many criticisms from many scholars.

1.3.1   The Matric language frame (MFL model).

Myers Scotton (1993, 2002) introduced this notion that is based on the asymmetry between the matrix language which is the base language and the embedded language which is the guest language. This model is different from the above-mentioned ones since it relies more on the psycholinguistic and neurolinguistic data about the nature of language production and processing phenomena. Another distinction proposed by Myers Scotton was between system morphemes and content morphemes. System morphemes are functional and inflectional elements.While content morphemes are nouns, adjectives, verbs adverbs, prepositions. These two morphemes are part of the system matrix and the embedded languages respectively. As Myers Scotton shows in her definition of the system morpheme principle (1993a: 83): "In ML+EL constituents, all systems morphemes which have grammatical relations external to their head constituent (i.e. which participate in the sentence's thematic role grid) will come from the ML."

1.3.2   Types of code switching

Scholars distinguished three types of code switching mainly: tag switching, intrasentential, and intersentential which they will be discussed in the following:

1.3.2.1   Tag switching

It is a type where there is a tag or interjection of another language used in a conversation. Some examples of tag switching are:\yak\, Hder\.

Eg. Nous irons ensemble, yak!(we will go together,right !)

Eg. Hder, Qu'est-ce que tu as fait? (Tell me what are you doing?)

1.3.2.2   Intra-sentential switching

It refers to switching within the same sentence; it can be a word or a phrase from another language.**Eg. L'anniversaire ta3i fel 09 novembre tdjiw yak! (My birthday is the 09th November, you will come, right!)**

1.3.2.3   Inter-sentential switching

In this type code switching appears at clause or sentence boundary.

Eg. Ils ont demandé à mon père de venir wella ytardoni w mnzidch n9ra. (They asked me to bring my father otherwise I am not allowed to study again)

1.4   Attitudes towards code switching

People's attitudes towards any sociolinguistic phenomenon are vital since they have a role in the failure or the advance of any linguistic situation. Therefore, this interest attracted many scholars, Gardner (1985: 91-93) says that: "attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual 's beliefs or opinions about the referent".Studies on attitudes appeared in multiple fields like psychology,sociolinguistics,social psychology of language, anthropology and education. Mentalists were the first scholars who study this issue and according to them attitudes is a mental state and they described it as follows: "an intervening variable between a stimulus affecting a person and that person's response" (Fasold,1984:147).

CS has been viewed by scholars negatively as Edward (2004:78) termed it gibberish also TEX-Mex, frangalis, jalplish, and many other connotations. The use of two languages shows the lack of one's competence towards his\her language and that the use of another language corrupts the beauty of the mother tongue. Many terms were given for CS such as "verbal salad"in Nigeria, and "still colonized"in Algeria. In fact, these were ideologies of the monolinguals mainly, that is, though some bilinguals see the same many others claimed in the recent times that CS can be regarded as a skill that helps them to overcome the linguistic gaps found in one's mother tongue linguistic system, besides it shows prestige and high level of education.Bentahila (1983) is another linguist who showed that the majority of Moroccan bilinguals considered CS as disgust as it is shown in the following ('1983a, p.37) CS is "one of the unfortunate consequences of colonization, and as something to be deplored",he adds that people attitudes are "ranging from pity to disgust". Bentahila done another work focusing on rai music, in this regard Davies and Bentahila (2008, pp. 18–19) argue that :"The general public, who may or may not enjoy rai music themselves, often tend to denigrate its lyrics as being banal, clumsy, or not elevated enough, sometimes precisely because of the mixture of languages they contain."

In the study that was conducted in the London Greek Cypriots ,Gardner-Chloros, McEntee-Atalianis and Finnis (2005) found different attitudes towards CS, they discovered that participants from the lower occupational groups had positive attitudes towards CS as opposed to the educated ones ,the same was found between the younger informants who had the most favorable attitudes than the older ones .These findings also exist in Algeria where attitudes vary between the educated and less educated and among young and old people. It is a well-known fact that Algerians are heavy users of CS between AA\FR since they

believed that shifting from one language to another shows a high level of education and a high prestige, as it also helps to clarify ideas or to accommodate to the speaker. The majority of Algerians approve CS because speaking one language in the Algerian community is impossible.

1.5   Code switching in education

Code switching is widely used in education. Indeed, both teachers and students swape from one language to another inside the classroom for several academic purposes. Lin (2013:195) describes classroom code switching as "the alternating use of more than one linguistic code in the classroom by any of the classroom participants".

Teachers use code switching mainly to facilitate students' comprehension towards the studied topic. This occurs unconsciously and automatically. Sert (2005) says that "teachers use of code switching is not always a conscious choice, and therefore not always aware of the functions and outcomes of code switching process". Gumperz (1982) finds that teachers codeswitch in the classroom to give instructions for educational tasks as well as to make students participate in accomplishing the tasks when working in groups.

According to Sert the process of code switching may serve different functions inside the classroom including topic switch in which the teacher alternates his\her language depending on the topic that is being discussed, this is mostly used in grammar courses when the teacher shifts to the students' mother tongue in order to discuss specific grammar points. Affective functioning in which this phenomenon is used to show solidarity and build intimate relationships and repetitive function when the teacher codeswitches in order to clarify meaning.

Studies that have been done on code switching have shown that students also use this strategy in education so that they shift between languages in order to show their linguistic skills, communicate complex meanings and establishing social relationships or to compensate for their linguistic gaps. Sert (2005) argues that learners have a tendency to alternate between codes and "use the native lexical item when s/he has not got the competence for using the TL explanation for a particular lexical item"

1.6   Code switching in the Arab context

The Arab world is characterized by a number of language varieties. The study of CS in the Arab world has attracted many linguists,some of them focused on SA\QA code

switching. However,the others focused on CS between distinct languages. (g, Al-Enazi, 2002; Belazi, 1991; Bentahila, 1983b; Ennaji, 2005; Safi, 1992)

Various scholars studied SA\QA code switching (AbuMelhim,1991 +. Holes, 1993.Saeed, 1997.Bassiouney, 2006.Soliman,2008). Bassiouney's study on code switching between MSA and Egyptian colloquial Arabic in 2006 showed that the essential factor in deciding whether code switching can take place in a context or not is the speaker and that the code choice is not always attached to a specific function of discourse. She claimed also that SA is used to add value and importance to the topic whereas dialectal Arabic is used when the speaker tries to narrate something or provide examples.

As for Soliman (2008). He investigated Standard Arabic /Egyptian Arabic code switching in a religious discourse. He found that SA is employed when providing quotations and reciting Quranic verses, however, EA is employed for other functions. Other scholars focused on CS between distinct languages. (Abbasi, Al-Dashi ….)

Bentahila (1983b) dealt with CS between Moroccan dialect and French. He collected his data from a spontaneous conversation in the street with Moroccan bilinguals,he selected a variety of topics to discuss including food, politics, world and education.He observed that French was used for topics like medicine, education and administration, and Moroccan dialect for religious topics or swearing.He added that bilinguals select one of the two languages to avoid words that one's may feel embarrassed to speak about in his\her MT, he even mentioned that CS is used to express feelings-emotions and to emphasis a point,he gave the following examples:

(1) **W kayn lli mšaw l la toilette**

   "And there are those who went to the lavatory." (Bentahila, 1983b, p. 237)

(2) **Je ne lui plais pas, quoi, maʕjbtuš**

   "He doesn't like me, what, he doesn't like me." (Bentahila, 1983b, p. 236)

Similarly, Belazi (1991) conducted a study between Tunisian Arabic and Fr among educated bilinguals. He came up with similar findings of Bentahila, that is ,French was used for technical and intimate topics and Arabic as Abdulkafi says (2016,226):"Arabic is used to substantiate the speaker's message in the form of examples, illustrations, and stories derived from the speech of everyday life," he also adds that "Belazi suggests that the distribution and uses of the two language varieties in this form of bilingual CS are related to the dominant attitudes toward the roles and uses of French and Arabic in the Tunisian

sociolinguistic landscape where French is associated with education, modernity, and economic success, and Arabic is linked to religiousness, conservatism, and nationalism". As for QA\English code switching it was tackled by Safi (1992)he focused on the structure and the function of CS between English and the Saudi dialect .He found that these two varieties are distributed for different functions, for example both of them were used for fillers and interjections(e.g., yaʕni, zein, and ok) ,however Saudi dialect was used for politeness and English for cursing even academic terms as shown by Al-Enazi (2002).All in all ,all of these studies agreed on the same results.

1.7   Code switching and borrowing

The field of contact linguistics was expanded during the last decade structurally and socio linguistically, However, the distinction between code switching and borrowing is still an issue. It is agreed among linguists that borrowing is a common social practice (Apple,1987, pfaff,1979) and the loanwords are part of speakers' language and they do not need a bilingual situation. However, CS is considered as part of bilingual competence and its use is conditioned by certain degrees. According to Apple and Muysken (1987:121) borrowing is considered as a combination of two languages at the level of langue, as for CS is a combination of two codes at the level of parole. Another linguist that draws this distinction is Myers Scotton who defines them as (1993: 170) :"CS as a bilingual's behavior and B and other phenomena which are within a monolingual's ability"

Hudson is Another scholar who was interested in this distinction. He came up with the idea that borrowed words are part of the other language repertoire which is the recipient language. He writes the following (1996:55): "whereas code switching and code mixing involved mixing languages in speech, borrowing involves mixing the systems themselves,because an item is "borrowed" from one language to become part of the other language"

However, this distinction is not always easy as Gardner-Chloros confirmes (1995) :

> Although everyone would probably agree that loans used by completely monolingual speakers in highly focused communities should be regarded as being psychologically separate from code switching, this provides little help when what you are dealing with is bilingual or plurilingual speakers in bilingual or plurilingual contexts.Gardner-Chloros (1995: 74).

Different criteria were proposed to draw a line between these two-contact phenomena. It was agreed that the ability to use one single word from the other language is borrowing, but inserting more than one word is considered as CS.Another criterion that

separates between these two is the phonological adaption of the loan words from the other language (host)as Bentahila and Davis (1983;320) show in the Moroccan repertoire of the word "**épicerie**"(**grocery store)** as code switching.whereas" **bisri**" borrowing, which means that the French words are phonologically adapted to Moroccan, the same is to be found in Algerian speech including words like "**sbitar**"(**hospital**)and "**batima**"(**appartement**.) "**farchita**" (**fork**)," frigider" (**fridge)**," **simana" (week**) and many others.

Gumperz (1982:75-82) proposed five functions of code switching to differentiate it from borrowing or interference. The latter is defined as "the incorporation of single words or short,frozen, idiomatic phrases from one variety into another morphosyntactic adaptation.

1.8   Code switching vs code mixing

It was so hard to differentiate between the twins code switching and code mixing in the domain of linguistics. Several studies have been conducted in this field for the sake of showing the small nuances between the two terms code switching and code mixing that seem somehow similar though they are not. Essien (1995: 271) said in this vein that code switching can be defined as "he the process by which the speaker or the initiator changes or switches from one language to another depending on the situation, audience, subject matter…etc." and code mixing can be defined as "a language phenomenon in which two codes or languages are used for the same message or communication", hence, it refers to the infusion of words from the donor language into the L1 construction.

According to Bentahila and Davies (1983) the difference between code switching and code mixing was exemplified by the fact that the former is chosen and determined by the situation whereas the latter is used randomly. Generally speaking, the distinction between the two is in the intermixed elements and the arrangement of this mixture. William C.Ritchie and Tejk.Bhatia (2004: 337) separated between the two concepts as follows:

> We use the term (CS) to refer to the use of various linguistic units (words, phrases, clauses and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech event, in other words, CS is intersentential and may be subject to discourse principles. It is   motivated by social and psychological factors.

And:

> We use the term code mixing (CM) to refer to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. In other words.CM is intrasentential and is constrained by grammatical principles and may also be motivated by social psychological factors. Actually, not all scholars agreed on this definition since they consider both CS and CM as situational shifting.

Hugo goes further later on and denied even the use of the term of code mixing claiming that "code mixing will not be further referred to, since it appears to be the least – favored designation and the most unclear for referring to any form of non-monoglot norm-based speech patterns ". Thus, it is essential to say that even though it was so controversial to distinguish between CS and CM, it is agreed among many linguists that they are both used as communication strategies so they are both significant.

1.9 Conclusion

In This chapter we tried to summarize the main points concerning the phenomenon of code switching which is the focus of our investigation. Therefore, we started with the various theories that have been done to explain the distinct aspects of CS including grammatical, social and psychological. Then we moved to explain people's perception towards this phenomenon. In addition to that, we tried to differentiate between the terms code switching and code mixing as well as borrowing. The following chapter will tackle the language contact phenomena in Algeria.

Chapter Two:

Language contact phenomena in Algeria

Chapter Two: Language contact phenomena in Algeria

2.1   Introduction

Algeria is characterized by the existence of distinct languages namely Arabic, French and Berber. Thereafter, it is best known for its language diversity. These languages are in contact. Hence, they influence each other in different ways. Indeed, this contact has led to the emergence of many linguistic phenomena as code switching and many others.

The sociolinguistic situation in Algeria is intricate. The country was invaded by France for more than 130 years along with Spain and Otman Empire for a considerable period that has qualified Algerians as bilinguals as well as multilinguals. This chapter presents an overview about linguistic situation in Algeria. It states first all the varieties that exist in Algeria including classical Arabic, MSA, French and Berber. In addition to that, it introduces the different aspects of language contact phenomena in this country like diglossia, bilingualism, code switching and borrowing.

2.2   Classical Arabic

Classical Arabic is the language of Quran and early Islamic literature. *Almighty God (in Yusuf sura 12 verse 2) says:* "انا انزلناه قُرآنًا عربيا".It is an ancient language that has been used in the Arabian Peninsula for at least 2000 years. It dates back to the eight century BC and the sixth century AD. Therefore, it is slightly different from the Arabic of today modern standard Arabic (hereafter MSA). It is the mother tongue of no one, it is the language used in religious conversations as it is considered as having a very complex vocabulary.

2.3   Modern Standard Arabic

Modern Standard Arabic is a modernized version of Arabic which is derived from classical Arabic, *McLoughlin (1999, p.175) states:*

> There is a direct line of descent from classical Arabic, the language of Qu'ran to modern Arabic, so that across 1400 years (in the Islamic calendar) the script is recognizably the same, the grammar has changed remarkably little (by comparison with, for example, German and English) and then the vocabulary has shown an astonishing integrity and consistency. (p. 175)

MSA serves as a lingua franca among Arabs speaking different dialects. Additionally, it is the official language in all Arab countries. Therefore, it is allocated for formal usage and plays the role of a high variety, as it is accessible through education known as a learned variety, likewise it is used in written form and used in formal speeches, broadcast as cowan *(1968: 20)* states in the following: *"Modern Standard Arabic is traditionally defined as that form of Arabic used in practically all writing (forms) of Arabic and the form used in formal spoken discourse such as broadcasts, speeches, sermons and the like"*. Thus,

it is spoken by educated people only and it is used as a means of communication in religious contexts as well as spoken by *lawyers, teachers.* Ennaji (1991: 9) states that MSA is: "Standardized and codified to the extent that it can be understood by different Arabic speakers in the Maghrib and in the Arab World at large. It has the characteristics of a modern language serving as the vehicle of a universal culture". For Algeria, MSA shows a high prestige among Algerians, spoken in schools, official meeting, Friday sermons, courts, news and written in newspaper and journals.

2.4   Algerian Arabic

The Algerian Arabic known as Darija, or amiyya is a colloquial language that is derived from the standard Arabic. A definition of Algerian Arabic was given in weekly newspaper "L'Hebdolibéré": "What is, in fact, Algerian Arabic? It is an Arabic that is stripped of its absolute declensions, its useless dual case ending, its heavy constructions, its frozen expressions, its syntax from another age, its antediluvian terminology. It is a spoken, lively Arabic, which bears the mark of the creative genius of Berber, of rural and urban Algeria, which integrates foreign terms harmoniously…" (quoted in Abid, 2006, pp. 27-28). In this respect they are said to be in a diglossic situation as Dendane (2007: 69) says: "(…) the relationship between Modern Standard Arabic and Colloquial Arabic has been described in terms of diglossia relationship".

Arabic dialects differ from one region to another so that it includes the Tlemcenian, Oranian, annabian, saharian dialects and many others. It is usually used in everyday communication in the street, at home as it is employed also in advertising, radio programmes and sayings. In comparison to modern standard Arabic Colloquial Arabic as well as darija. It is acquired as the mother tongue of Algerian speakers though it is neither standard nor stable. Moreover, it is the most spread and the most even used variety in Algeria so that 60 percent of the total population speak Algerian Arabic.

2.5   Berber

Berber belongs to the Afro Asiatic language family. It is said, in the book entitled « *ethnic identity of language shift and the Amazigh voice in Morocco and Algeria* » written by Abderrahman El Aissati that although, that Berber has been recognized as the indigenous language of the population of North Africa for a long time, it has never been supported to be a standard language before the 1970s.

Actually, by the late of 1960s there was a rising movement among the Amazigh communities for the official recognition of this language. However, it was not successful. Ennaji (2005: 72) says, in this respect: "Berber is the mother tongue of the first inhabitants of North Africa. It is spoken in Morocco, Algeria, Tunisia, Libya, Egypt, Mauritania, Canary Islands, Mali, Niger, and Chad. It has been influenced chiefly by Arabic and African languages like Chadic, Kushitic, and Wolof."

In Algeria as an instance Berber was considered as a national language in 2002 and it is only by 2016 that has gained the status of a second official language after MSA and has been integrated into the education system of Algeria. This language variety has different dialects including Tamazight which is used in Northern Kabylia and Algiers like Bouira, Tizi ouzou, Bejaia, Boumerdes, Bordj Bou-Arrerij and Setif, and more than 6 million speak this variety. The Chaoui, that is spoken by about 2 and a half million people in the east of the country especially in Khenchla , Batna, Tebessa ,Oum El Bouaghi and Souk Ahras and there is the Mzabi which is spoken mainly by the Tuareg in Hoggar , Tamanrasset and so one .

2.6   French occurrence in Algeria

French is among the most widely spoken foreign language in Algeria. It is used by Algerian speakers in formal and informal conversations which means it is not spoken only by elites, many uneducated people used French loans that do not have equivalents in the Algerian dialect, that is, the degree of using French varies. Likewise, it is viewed by Algerians as a prestigious language. Besides, it is assigned to formal usage and used heavily in official settings mainly in the administration, government, mass media, and taught in primary schools as the first foreign language.

The existence of French in the sociolinguistic profile of Algeria is due to the long-term presence of France in Algeria. Although the Algerian government launched the so-called Arabization to reform the language of Algerians and bring Arabic again, the French language continues to be used. Thus, Algeria is considered as the second largest francophone country despite the fact that it is not part of the institutional Francophonie.

In 1990, French speakers in Algeria reached 1,650,000, for native speakers 150,000. The French colonization began in 1830 and ended in 1962 with the declaration of "une Algerie Algerienne". The aim of French colonization was not only to exploit Algerian's lands and economy, but however, the main aim was to blur the Algerian identity and replace

Algerian dialect and Arabic with French. As Alexis de Tocqueville says: "Everywhere we have put our hands on these revenues we have ruined charitable institutions, dropped the schools, and dispersed the seminaries around us, lights have been extinguished, and the recruitment of men of religion and men of law has ceased. In other words, we have rendered Muslim society much more miserable disorganized, ignorant, and barbaric than it was before us". (Alexis de Tocqueville, 1962, p. 223). This means that colonization affected mostly Algerian culture, identity and language.

A French inspector declared: "… the third conquest will be schooling, this should ensure the predominance of our language over the various local idioms, inculcate in the Muslims our own ideas of what France is and of its role in the world, and replace ignorance and fanatical prejudges by simple 8 but precise notions of European science" (Colonna ,1975:40). They did so also to meet the needs of the coming European settlers in Algeria.

Today French in Algeria is widely used in all the scientific domains, education and administration. Algerians' language is full of French words that it became impossible to get rid of them or replace them by any language.

2.7 Arabization process

After independence, the Algerian government launched the so called the policy of linguistic Arabization which aimed at inhibiting the French language that was regarded by the French government as "the only official language of civilization and advancement," Bourhis (1982: 44).The French colonizers targeted schools in order to get rid of Arabic language, as Gordon (1962, p7) says that:"when the Portuguese colonized, they built churches; when the British colonized, they built trading stations; when the French colonized, they build schools". The French government succeeded to brainwash them and plant French in their lives. This had a massive effect on the language of the coming generation.Thus, Algerian politicians tried to make the use of the Arabic language in all sphere of life (in media, administration, education, home and employment.) and choosing English as the first mandatory foreign language, Ahmed ben Bella was the first who supported this policy, because of him Algerians had the chance to bring back their culture along with their language and identity since it tightly related to language. And as (Taleb Ibrahimi, K.: 1995, p. 255) states it is:"a way of affirming Arab identity (the language being perceived as a fundamental attribute of the Arab personality, the defining trait of Arabism)". In September 1964 they want to Arabize the educational system. After many hurdles facing this policy standard Arabic was then recognized as the official language of the constitutional state as the famous

slogan says "L'islam est Notre religion, l'Algérie est notre patrie, la langue Arabe est notre langue''. Then, they implemented Arabic in primary and religious education, relying on Egyptian and Syrian teachers since Algeria lacked speakers of classical Arabic. Consequently, avoid being in contradiction with their ideology. The government of colonel Boumediene imported of Arabic teachers and imams from middle east for securing Arabization".

Arabization policy was a confirmation that Algeria is an Arbo-islamic entity. However, despite of this attempt French was still used by Algerians and became part of their daily repertoire to this day, and that results in the failure of Arabization because there was not a very systematic planning as it was written by the first minister Taleb Ibrahimi (1960):"this Arabization will not work but we have to do it …"

2.8   Language contact phenomena

Language contact can be defined as a sociolinguistic phenomenon in which different languages come into contact so that they influence each other and result a sort of language interference and change.

2.8.1 Diglossia in Algeria

Diglossia can be defined as the case where two distinct linguistic forms of the same language are used in a society. The term was introduced first by William Marcais in the article « la diglossie arabe » in 1930 as « la concurrence entre une langue savante écrite et une langue vulgaire parfois exclusivement parlée>>.

Ferguson in 1959 defined diglossia as a situation where two varieties of the same language exist side by side throughout the community with each having a definite role to play. For him:

> Diglossia is a relatively stable situation in which in addition to the local dialect(s) of the language (which may include a standard or regional standards there is a very divergent , a highly codified (often grammatically more complex) superimposed variety, the vehicle of a large and respected body of written literature ,either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation . (1959ap:336).

This means that in a diglossic community there is the high variety being typically the standard language which is associated with formal contexts and the low variety as well as the local dialect that is employed in everyday experiences and interactions.

Ferguson tried to explain classical diglossia in terms of nine rubrics: function, prestige, literary heritage, acquisition, standardization, stability, grammar, lexicon and phonology. Moreover, he approached the study of this sociolinguistic condition in four speech communities including: the Arab world, Greece, Haiti and German speaking Switzerland.

As belonging to the Arab world, Algeria can be a good example where classical diglossia can be studied. In Algeria, MSA is the standard variety that is used in formal contexts including education, religion and politics. It has a high prestige because of its association with Quran as it has a rich and a great literary heritage while Dialectal Arabic or Algerian Arabic is the low variety that is employed in informal settings. Though it is acquired as the mother tongue of Algerian speakers, it is recognized by some as a corrupt and a rusty form of language.

By 1967 Fishman redefined the concept of classical diglossia to be known as extended diglossia which refers to a situation where two or more unrelated or at least historically distinct varieties are used for different functions. In order to illustrate the point Fishman took Paraguay as an example where Spanish and Guarani (an Indian language genetically unrelated to Spanish) are used for different functions. He argues:

> Diglossia exists not only in multilingual societies which recognize several languages and not only in societies that utilize vernacular and classical varieties, but also in societies which employ several dialects, registers, or functionally differentiated varieties of whatever kind. Fishman (1972: 92)

Coming back to Algeria, it is a nation where French and Arabic are in competition making extended diglossia as a condition rather than the exception. Although the two varieties are historically distinct as well as unrelated, they are used for different purposes. French has no official stand in the country; however, it is employed in formal domains the same way as MSA. It is used as an instance in almost all the Algerian universities so that lectures in scientific fields are all conducted in French. Whereas Algerian Arabic is used outside the classroom in daily interaction. In fact, French can be considered in this case as a high variety that has a high prestige along with SA.

2.8.2 Bilingualism

The term bilingualism was given different definitions by many scholars who view the issue from different viewpoints because of the flexibility of the term. It has been defined

as a linguistic and a social phenomenon and mainly it is about the ability to use two different languages. This phenomenon is the result of language contact that occurs between different countries due to some factors namely colonization, globalization, migration, immigration, intercultural marriage and many others. Weinreich(1953:5) refers to it as: "the practice of alternately using two languages".

Bouamrane (1986:15) defines it as: "the use by an individual, a group or a nation of two or more languages in all uses to which they put either". It means that bilingualism ranges from societal and individual and it is about the use of more than two languages which is in turn the speaker choice to select. Bilingualism exists in Algeria where two languages are used by Algerians in their everyday conversations. The existence of bilingualism in Algeria is due to the long-term presence of France in Algeria. The French colonization aimed at replacing Arabic language by French and imposing people to speak it, they succeeded in doing so because French is widely observed today in their speech. During the colonization, French language was found everywhere in the street, tv shows and schools, besides colonization, Myers Scotton adds other different factors such as close proximity and displacement and she lists the following:

- "Living in a bilingual nation, especially as a minority group member.
- Living in border areas between ethnic groups or nations. -Living in a multi-ethnic urban area
- Engaging in an occupation that involves many contacts with outgroup members.
- Marrying outside one's ethnic group -Having a parent or grandparent outside one's ethnic group. "(Carol Meyers-Scotton, 2007; p.46)

2.8.2.1   Types of bilingualism

Scholars listed different types of bilingualism namely societal and individual. As far as societal is concerned, it deals with society as a whole as a bilingual speech community as As for individual bilingualism, they are classified according to some criteria like age of acquisition, language proficiency and skills, education and plus much else besides. Taking the age of acquisition as an example, it splits into early and late bilinguals; the majority of Algerians are late bilinguals because the L2 which is French is acquired at the age of 8 in the primary school. Being bilingual does not mean mastering the two languages and this differentiates active from passive bilinguals', active bilinguals in Algeria are those educated or who lived in the colonization period and they can speak and write the foreign language, however passive bilinguals are whose ability is limited to reading and listening. Romaine

came up with other factors that distinguish between bilinguals namely degree, function, and alternation. In this regard she says:

> The question of degree of bilingualism concerns proficiency. How well does the bilingual know each of the languages? Function focuses on the uses a bilingual speaker has for the languages, and the different roles they have in the individual's total repertoire. Alternation treats the extent to which the individual alternates between the languages. Interference has to do with the extent to which the individual manages to keep the languages separate, or whether they are fused.

According to what Romaine says, she highlights the way bilinguals treat the two languages and how they use the two languages in different situations. Individual bilingualism is also classified in terms of the mental organization of the two languages in bilinguals' minds namely compound, coordinate, sub-coordinate bilingualism, they were brought by Weinreich (1953). The summary of all types of bilinguals were proposed by Hamers and Blanc in the following table in relation to some psychological and social dimensions of bilinguality (1983:26):

Table 2.1. Summary table of psychological dimensions of bilinguality (Hamers & Blanc, 1989

Dimension	Types of bilinguality
1. according to competence in both languages	a) Balanced bilinguality; b) Dominant bilinguality.

3. according to age of acquisition	a) Childhood bilinguality:
	  i. Simultaneous;
	  ii. Consecutive.
	b) Adolescent bilinguality;
	c) Adult bilinguality.

4. according to presence of L2 community in environment	a) Endogenous bilinguality; b) Exogenous bilinguality.
5. according to the relative status of the two languages	a) Additive bilinguality; b) Subtractive bilinguality.
6. according to group membership and cultural identity	a) Bicultural bilinguality; b) L1 monocultural bilinguality; c) L2 acculturated bilinguality; d) Deculturated bilinguality.

Algeria is a multilingual speech community where more than one language is used in different domains and situations. The existence of these languages forces bilinguals to codeswitch or mix between them when they speak. This phenomenon is widely noticed in

Algerian daily conversations, they switch words and phrases from one language to another according to the different settings and situations, such practice is known as code switching.

2.8.3   Code switching in Algeria

Code switching is used almost by bilinguals. The phenomenon was defined by Haugen (1959): "as a situation in which a bilingual individual introduces into his speech a word belonging to another language a word which is not considered borrowed because it is not assimilated into the phonological, morphological or syntactic structures of the language in which the speech is made".

In Algeria code switching is a widespread phenomenon. Algeria has a rich linguistic heritage. However, no one can deny the fact that French mimics the Arabic language in this country simply because it is used in all fields whether political, social or educational. Indeed, it is rare to find for example an Algerian conversation that does not include French terms.

Algerians were obliged to speak this variety since the French colonization 1830.As a result transitions from Arabic to French or vice versa that they make in their everyday communication become so known. As Edward Thomas (1999) says: "the long French attempt to crush anything but French culture in Algeria, culminating in a murderous war that finally brought independence surely contributed to the extremist tendencies sent there today". Thus, one of the most important things that these tendencies tried to defeat is Arabic language. Paulin Djite (1992) says in this vein that: "Nowhere in Africa has the language issue been so central in the fight against colonialism [as in Algeria]" Paulin Djité (1992 :16).

Moreover, in Algeria code switching is directly linked to French language, even though other varieties exist, Algerian Arabic/ French is considered as the most used alternation that occurs among speakers in their conversations. Sayahi (2011b) suggests that:"the continuing presence of French in Tunisia, Algeria and Morocco have contributed to considerable competence in French that has allowed colloquial Arabic and French to coexist in several domains and inevitably, often end up being used in the same conversation" (Sayahi 2011b, p.11).

This switch occurs in different occasions and in all positions: in the beginning of the sentence, in the middle of the sentence and at the end of the sentence. Here are some examples that can clearly show the occurrence of this phenomenon in Algeria:

- **3tini la trousse lah ykhaliiik\ (please! can you give me a pencil case.)**
- **Jiiiti retard lyoum \(you came late today.)**

- **Je crois que nti li ma mfahmtish\ (i think you did not get me.)**
- **Lah yhfdk, sahiti, merci\(may God protect you.)**
- **3yiiit sayi, c malheureux bsah obligi ndecidi\ (i am tired but i have to decide unfortunately.)**

These examples make it clear that the three types of code switching including intersentential, intrasentential and tag switching exist in the Algerian speech; speech that enjoys the use of Algerian Arabic over the standard variety, MSA. Thus, it is important to mention that all these types can be used to serve several functions that are necessary for a bilingual speaker to express himself as Bentahila said.

According to Bentahila (1983) the distribution of both intrasentential and intersentential code switching is not an arbitrary process as many people think, but they are used to fulfil various goals and purposes. Hence, switching may occur to emphasize a point, to express disagreement or to reach a sense of drama in a narration.

2.8.4 Borrowing

Sometimes the mother tongue lacks words to describe concepts or ideas which makes speakers borrow them from another language, this phenomenon is known as borrowing". Gumperz defines it as follows (1982: 66):

> Borrowing can be defined as the introduction of single word or short, frozen, idiomatic phrases from one variety (i.e., language), into the grammatical system of the borrowing language and they are treated as if they are part of lexicon of that language and share the morphological and phonological system of the language.

Borrowing is a process of incorporating one language words into the phonetic and the grammatical system of the recipient language. This phenomenon is present in Algeria due to the fact that Algeria came into contact with many populations namely French, Spanish, and Turkish. Thus, The Algerian dialect has many loaned or borrowed words from these languages mainly French. We can find Spanish words around Oran and Ghazaouet because of Spanish conquest; however, the French borrowed words are used largely by Algerians that is both educated and illiterate. The following table illustrates the most used borrowed words in Algerian conversations (Benyelles, 2010) :

Table 2.2. French Borrowings

AA	French	MSA	English
Kuzina	Cuisine	Matbaχ	Kitchen
farʃita	Fourchette	ʃu:ka	Fork
Tabla	Table	mæ:?ida	Table
kǒnʒe	Congé	ʕotla	Holiday
Villa	Villa	Manzil	Cottage
Bus	Bus	hæ:fila	Bus
Loto	Auto(mobile)	sija:ra	Car
Bartso	Par-dessus	miʕ ta:f	Coat
Brǒnze	Bronzé	?asmar	Suntanned

Some French words became part of the Algerian dialect to the extent that uneducated people see them as part of their mother tongue and this is because of their recurrent use in AA.These French words can be adapted phonologically and morphologically, for instance words expressions like **\vizitina, Nous avons visite(we visited)\, jdimisjʊni(he quited,il demission\, \jdiʃifri(he decipherd), il dechiffre\.**(Belarbi,2012) .Algerians adopted even words of food and clothes such as **\slaṭa\(salad), \ʃlada\, \confiture\(jam), \kʊfitir\, \fʊlara\(veil), \jean\(jeans), \trikʊ\(t-shirt).** Sometimes even though there are words in the recipient language, Algerians prefer to borrow them from the source language (French) and this is what is called as core borrowings, it was defined by Myers Scotton as: "core borrowings are words that duplicate elements that the recipient language already has in its word store….."(Myers Scotton 2006:215),like in the following examples(**la ville\FR, Elmadina\Ar(city) , (le volant\FR,Elmikwad\Ar(steering wheel) \, l'etage\FR,Etabik\ Ar(floor)\.** (Belarbi 2012:102). All of these mentioned examples show that French becomes part of the Algerian speech.

2.9 Conclusion

In this chapter we dealt with the linguistic background of Algeria so that we introduced the different varieties found in this nation having a flash back to its history especially with French colonization. In addition to that, we tried to explain the outcomes of Language contact phenomena showing their major theories and definitions with an

illustration of their occurrence in the Algerian society namely diglossia, bilingualism, code switching and borrowing. In the following chapter we will have a look at code switching which is the focus of our investigation and its social, psychological and grammatical aspects. Then we will to try to explain the attitudes towards this phenomenon. Finally, we will deal with the use of code switching in education and its occurrence in Algeria.

Chapter Three:

Methodology and Data analysis

CHAPTER THREE: Methodology and Data Analysis

3.1   Introduction

The study of language contact phenomena has attracted many researchers in Algeria in general and Tlemcen in particular this is because of the complex linguistic situation of Algeria which has at least four varieties competing one another in different fields and the important thing is that it left its impact on Algerians' repertoire. Our study highlights code switching in relation to the field of study taking the case of Tlemcen university students.

This research work is a comparative case study in which the researcher selects different students from different departments to analyze the use of code switching. The aim of this study is to shed light first on the incentives that lead Tlemcenian university students to codeswitch between AA and French. Secondly, not all university students codeswitch. Thus, our aim is to throw light on their attitudes towards the users of CS, and most importantly to capture the role of education in the use of code switching. The overall aim is to analyze Tlemcenian university students' speech and to deep dive into this investigation leading to the birth of new theories concerning the use of CS.

3.2   Sample population

The term population is defined as a group of people whom the researcher selects his\her sample, that is, they are a group of people that the researcher is interested in. In our study the population is Tlemcenian university students but since they are numerous, we selected a sample. The sample chosen in this research is a simple random, in which 76 Informants were selected randomly in Abou Baker Belkaid University. It consists of two genders, males and females who belong to different fields. Thus, 68 of the respondents from different departments (Law, History, Biology, Economy, Math, English, French.) participated in filling the questionnaire and 08 were interviewed.

3.3   Research instruments

The choice of the research instruments of the current study is tightly related to our aim. Thus, we opted for a questionnaire that collected both qualitative and quantitative data and a structured interview.

3.3.1   Questionnaire

It is a form of written questions that is distributed to the target population and all of them are faced with identical questions. One of the factors that characterize questionnaire is that is given out too many people in a short period of time with less efforts. Besides, it collects both qualitative and quantitative data.

Our questionnaire is distributed to 68 Tlemcenian university students taking into consideration both males and females. It aims to show the reasons behind using CS and whether students' specialty influences the use of such phenomenon as well as to see their perception towards this phenomenon in general. The questionnaire is written in English, French, and Arabic in order to make the informants feel at ease when answering the questions so that they can choose the variety they want. As a result, it will be clear for the researcher to guess which is the most useful variety among students in this community. In addition to this it includes 8 questions which consists of close ended questions, multiple choice questions and open-ended questions. The objective of this multiplicity of the questions is to reach representativeness which generally leads to generalization.

3.3.2 Interview

This tool provides the researcher the chance to select data in face-to-face conversation with the informants. It consists of three types and the selection of each is the researcher choice. The current study selects a structured interview, it is the same as questionnaire but it is conducted orally, it also consists of predetermined questions that the researcher must follow in collecting his data. Our interview consists of three questions, it was conducted just to confirm the questions already asked in the questionnaire taking our informants randomly from each department.

3.4 Data analysis

The first part is going to analyze the questionnaire that consists of 09 questions and each question highlights our aims.

3.4.1 Respondents' profile
Section One

The following table reveals the sample population with the age and gender that gave importance to our study because it shows the difference between males and females in terms of language choice.

Table.3.1. Sample population.

Age	Male	Female	Total
18-22	9	29	38
23-27	7	10	17
28-33	2	9	11
33-37	2	0	2
Total	20	38	58

Table.3.1.2. The field of study

The field of study	Females	Males
English	17	5
French	3	0
Biology	9	2
History	2	0
Law	8	9
Sociology	3	1
Physics	2	3
Math	3	0
Economy	1	0

The informants were from different field of study as it is demonstrated in the table.3.1.2. This question was asked to see the influence of the field of study on the use of code switching.

The next Table 3.1.3 shows their place of residence.

Table.3.1.3. Place of residence

Place of residence							
Tlemcen	Ghazaout	Ain Defla	Sebdou	Meghnia	Nedrouma	Sabra	Ramchi
51	1	1	5	4	2	2	2

3.4.2   The analysis of the questionnaire

Section Two:

-This part analyzes the questionnaire which consists of 09 questions.

Question01: Are you bilingual?

Code Switching generally occurs in Bilingual communities. So, we asked this question to see how many informants are bilinguals.

Table.3.2.1. Bilinguality

YES	NO
79%	21%
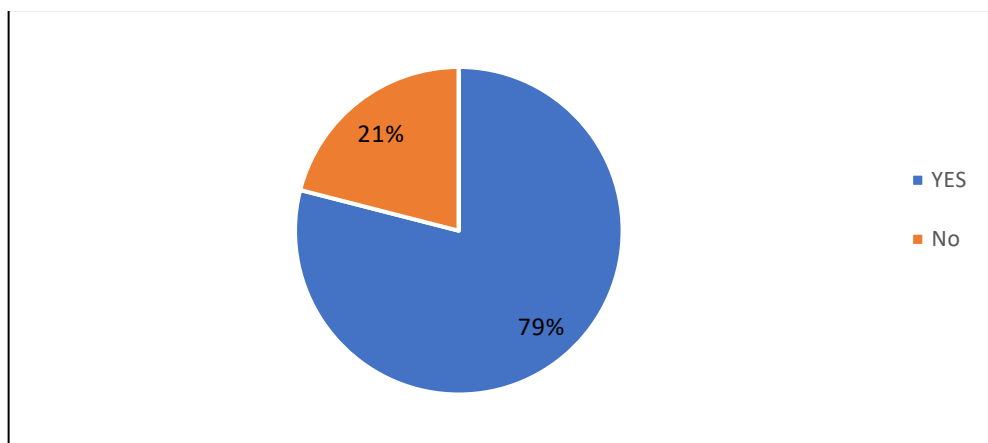
Figure.3.2.1. Bilinguality

As the pie chart shows the majority of students said yes with a percentage of 79%, while 21% answered No.

Question02: How many languages do you use in Tlemcen when conversing?

One   Two   Three

Algeria is a multilingual speech community where more than one language is used in their speech, so we posed this question to know the number of languages used in the conversation of Tlemcenian university students.

Table 3.2.2 The number of Languages

One	Two	Three
25%	58%	14%

Figure.3.2.2. The number of languages

The Above-Mentioned results vary between those who use more than one language so that 58% speak two, and 14% speak Three, whereas 25% speak one.

Question03: To which language do you usually switch in a conversation? Why?

   The aim of this question is to know whether the field of study affects the use of code switching or not.

Table.3.2.3. Language choice

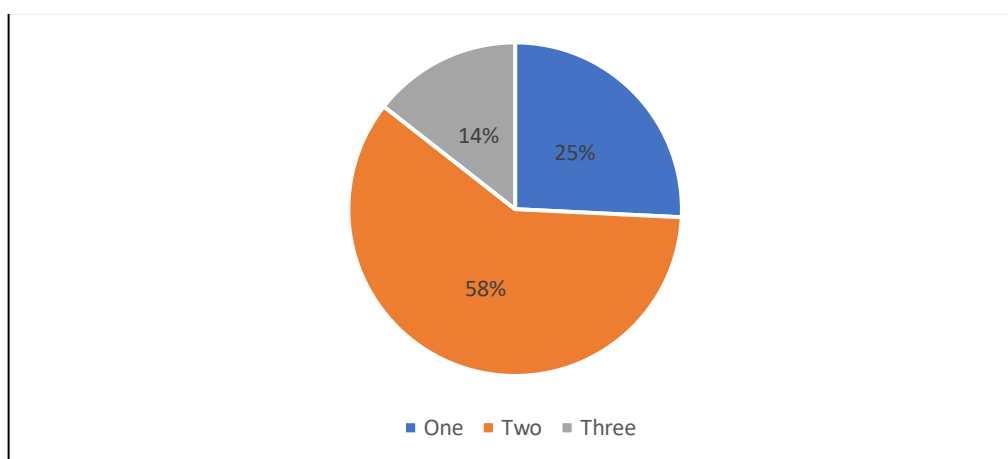| The field of study	French	English	Arabic
Math	3	0	0
French	3	0	0
English	9	15	
Sociology	1	1	1
Law	8	5	4
Biology	11	0	1
Physics	3	0	2
History	2	0	0
Economy	1	0	0
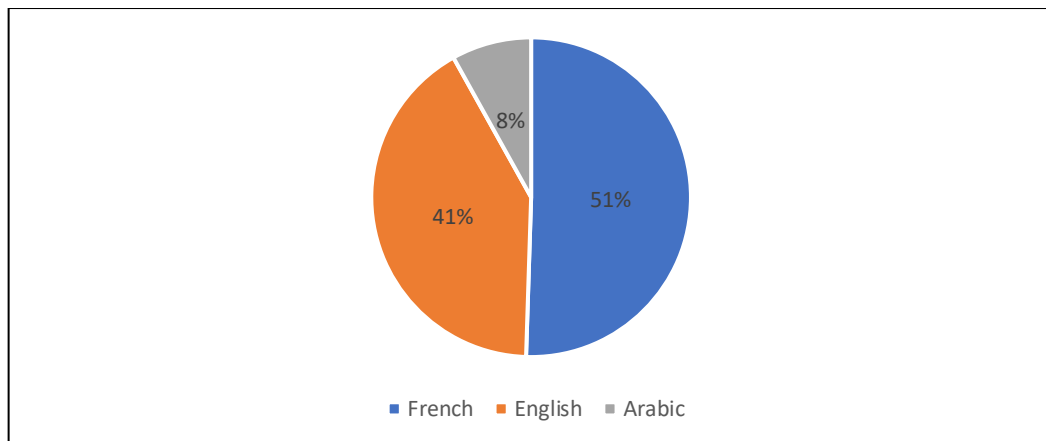
Figure.3.2.3. Language choice

   The table shows that 18 in technical and scientific streams switch to French but only three codeswitch to Arabic,and 11 students from both English and French who alternate to French language and 15 English students who switch to English. For students who study in Arabic the majority of them switch to Arabic.

Question 04: Is your code switching:

Deliberate   Accidental.

The aim of this Question is to see if they codeswitch consciously or subconsciously.

Table.3.2.4. The use of code switching

Deliberate	Accidental
29	40
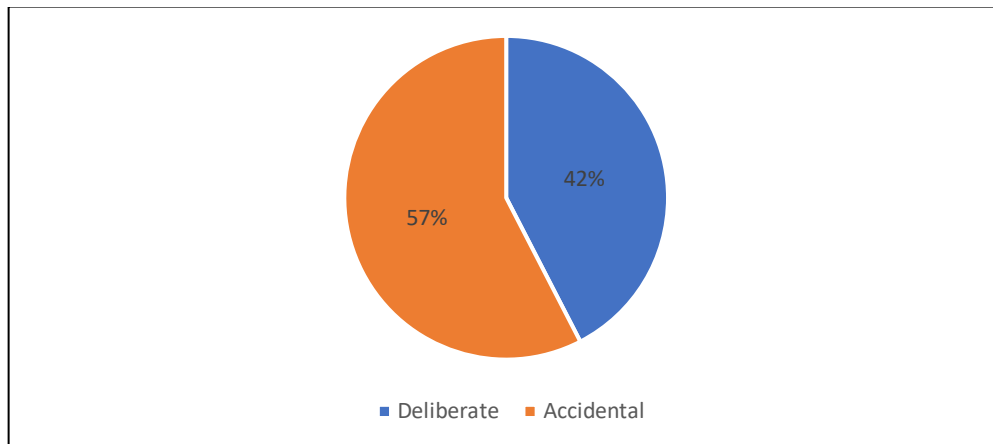
Figure.3.2.4. The use of code switching

The table demonstrates that 29 of students use code switching deliberately while 40 of them use it accidently.

Question05: What motivate you to codeswitch?

The aim of this question is to see the variety of factors that students will give which motivate them to switch codes.

Table.3.2.5. Reasons of the use of code switching

Reasons	Students
Topic	12
Participants	10
To express feelings\idea	08
Filling the gap	15
Habit	10
Environment	6
Facilitate communication	7

Figure.3.2.5. Reasons of the use of code switching

The above reasons were suggested by the students. The majority codeswitch to compensate for a linguistic gap. Followed by 12 of them shift according to the discussed topic, then 8 of them said to express feelings and ideas,10 students choose the participants as the main reason, Habits and environment are other reasons given by students.

Question06: How do you regard yourself when you alternate between codes?

Prestigious   strong   weak

The aim of this question is to know students' attitudes towards the use of code switching.

Table.3.2.6. Students' Attitude

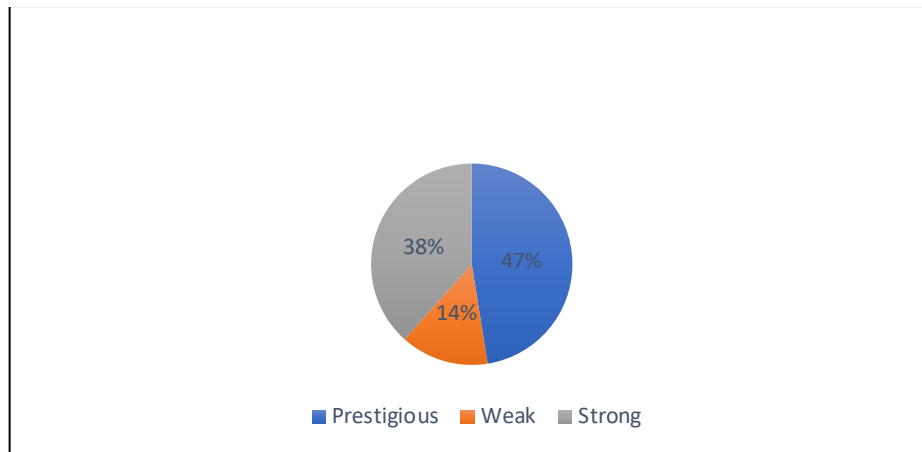| Attitude	Percentages
Prestigious	47%
Weak	14%
Strong	38%

Figure.3.2.6. Student's Attitudes

The Table indicates the attitudes of students towards the use of code switching,47% considered themselves as prestigious when switching codes, while 14% regard themselves as weak,38% feel strong.

Question07: What is your perception towards code switching?

This is another question that aims at collecting data about attitudes.
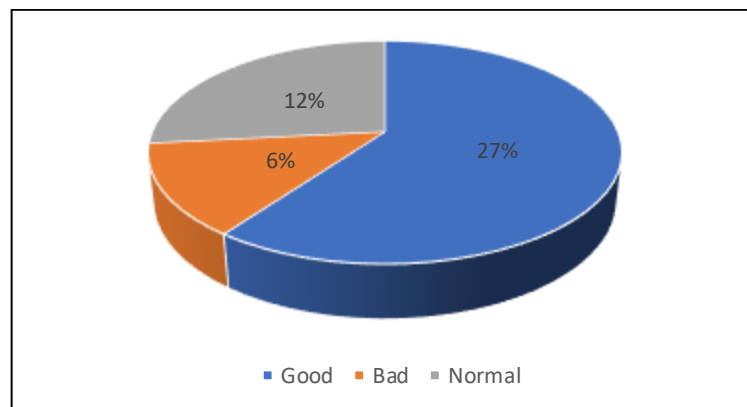
Figure.3.2.7. Students' Attitudes

Good	Bad	Normal
27%	6%	12%

As the pie chart shows, there are differences in the attitudes of students, 27% view code switching as a good behaviour,6% regard it as a bad and the rest see it as normal.

Question08: Do your studies affect the use of code switching?

The aim of the above question is to see to what extent their field of study affects their use of more than one variety in their conversations and whether they agree on that or not.

Table.3.2.8. The use of code switching

The field of study	Yes	No
History	3	0
Physics	4	1
Sociology	1	3
Biology	10	2
French	1	0
English	20	3
Math	3	0
Law	9	8
Economy	2	1
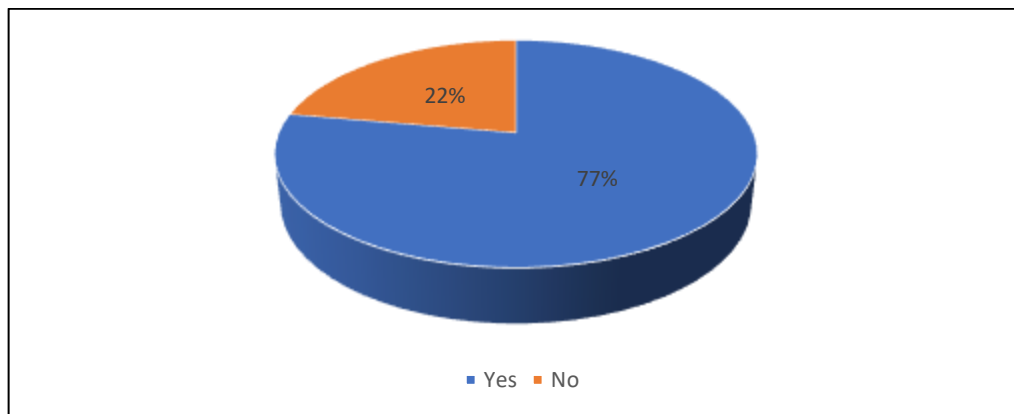
Figure.3.2.8. The use of code switching

The table indicates that the majority of the students said that the field of study affects their use CS that is 53 students, while 15 disagree.

Question09: Since you are studying in French \English or in Arabic, do you think this affects your use of code switching outside the classroom?

The aim of this question is to further confirm whether this behavior really exists among students or not.

Table.3.2.9. The influence of the field of study

Agree	Disagree
36%	9%

Figure.3.2.9. The influence of the field of study

The obtained results show that the majority agree on the idea that the field of study affects code switching with a percentage of 36%, and 9% disagree giving different reasons.

3.4.3 The analysis of the interview

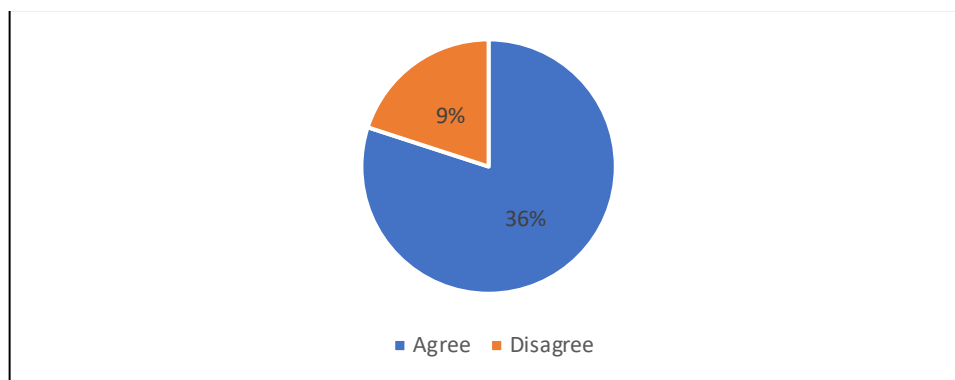This section is concerned with the analysis of the student's interview:

The aim of the interview is first to confirm some questions already asked in the questionnaire, and also it helps to collect qualitative data to bring more details insight about students'attitudes. For the students we used a structured interview. The latter was directed to 8 students from different departments including: **Biology, Math, Physics, Economy, Arabic, English, French and law.**

Question 01: What is your perception towards code switching? explain.

Students' answers were as follows:

 - Positive, it facilitates communication.

- Positive, it helps to transmit messages easily

- Positive, it helps in filling linguistic gaps.

- Normal, it is a habit

- Negative, it represents a risk on the mastery of the native language.

- Positive, it facilitates communication.

- Normal, it is used spontaneously

- Positive, it is used when finding difficulties in expressing ideas in one language.

The majority of the respondents (5 students) said that they see CS as a

positive process whereas only one student who said that it is negative. For the rest, they

see it as a normal strategy as well as a habit.

Question 02: Does the field of study affect the use of code switching? if yes, how?

The answers given were as follows:

- Yes, it effects.

- The scientific terms are used in French automatically.

- No, it does not effect.

- Switching occurs only if the discussed topic is related to the field of study

- There in no influence

- No, it does not.

- It affects switching to the language used inside the classroom unconsciously.

- Yes, it affects. Since we studied only in Arabic i find my self-move to use Arabic terms

that we use in the classroom.

The above-mentioned results show that most of the students claimed that there is an influence of the field of study on the use of code switching. Whereas only few of them who said the reverse.

3.4.4   Data analysis and interpretation

This part is devoted to summarize the main findings of our investigation and they are going to be discussed in relation to our hypotheses. The results were obtained by means of the questionnaire and the interview, and we used also recording tools. The purpose of the current research is to study the phenomenon of code switching in Tlemcen University, taking students as our main concern. The study highlights three aims. The first aim is to discover the factors that motivate university students to codeswitch outside the classroom. In addition to this, we draw our attention on the field of study to investigate whether it affects students' alternation between codes or not, then we wanted to collect about the different attitudes towards this phenomenon.

From the question 05, we collected the different factors that motivate university students to codeswitch using the questionnaire. As the table 3.2.5 shows, our results provide different factors and as it is obvious filling the gap was among the most suggested factors, our data report that in order to discuss religious topics students need mostly terms from SA. In other contexts, for example when they speak to an administrator, a teacher or when they are in the bus or in the library they use French (**e.g. Les polycopiès(photocopied documents, bibiothèque (library), l'amphi(amphitheater), bus(bus), les**

profs(teachers)………). As far as the topic is concerned, The collected findings revealed that Topics like science,technology, medicine force them to codeswitch, as examples given by students from the field of food biochemistry :

-A : Wæsəm qrina ljʊm\(what have we studied today?)

-B: qrina ʕla les additifs alimentaires\ (we have studied about Food addictive), Hdratalna ʕla les bienfaits w les méfaits ntaʕ les additifs\ (she spoke about the advantages and disadvantages of addictives). Hʊma déjà nocif pour la santè, ʕţatəlna les exemples taʕ l'aspartame\ (they are considered as being dangerous for health,she gave us examples about the sparatm.)

We notice here that only scientific terms related to the field are expressed in French. Other factor listed in the table is the participants, we explored that the use of the code depends on the speaker like a doctor, administrator, a friend from another specialty, teacher and lastly the head of the department. Besides, a variety of motives were given like that students switch codes to better express feelings or to facilitate communication or even the environment that surrounded the speaker. According to the above-mentioned findings, the first hypothesis; i.e., university students switch between languages on the basis of some incentives like the topic and the speaker is confirmed.

The second question in our research is about the attitudes of Tlemcen university students towards code switching between Algerian dialect and French .Concerning the hypothesis ;e.i.,most of university students have a negative attitudes towards the use of CS between AA and Fr .Indeed not as what was predicted from the results of the questions 6 and 7, and as the table.3.2.6,and the figure 3.2.7 indicate, we can notice that a high percentage of the students have positive attitudes towards this phenomenon and from the results of the question 01 that of the interview we confirm that CS is considered as a positive behavior(5 students out of 8 agree on this) due to the fact that it eases the communication process .Thus , on the basis of what we came up with ,our second hypothesis is rejected.

The question 8 and 9 collected data about the idea that the field of study influences the use of different codes in university students' repertoire. The table .3.2.8 shows that 53 students ranging from different specialties agree on that namely English students whose their way of speaking itself confirm this idea. To exemplify, we came up with the following examples:

-wait! Ta ʔana ndʒi mʕakʊm. (Wait! I am coming with you)

-I am serious, ɣəda mandʒiʃ. (I am serious,I will not come tomorrow)

-what! Makanʃ manha, thank you li fraħatni.(what!unbelievable ,thank you that made me happy)

-I am very hungry, ija nəmʃiw naklʊ, please! (I am very hungry,let's go and eat,please!

-I am in a big problem maħalitʃ cahier. (I am in a big problem I did not revise)

These examples were collected from English students outside the classroom in the university using recording techniques. It is obvious that their speech is a mix between English and Arabic, others from biology and physics totally agree on this, and this also occurs between students who study in Arabic like law, economy and history. We collected the following:

-ʕṭawkom ʔal iʃra:f wla mæza:l?(did they give you the supervision or not yet?)

-Dars taʕ ʔa niðˑam maza:l mafhamtahʃ. (I did not get the lecture of the stystem)

-ʕlabalk bli l ʊsta:d maɣadiʃ jʒi (the teacher will not come)

-wkan ɣi naʕraf ṭari:qa li yəχadmʊ biha ʔal baħϴ.(I wish I could know the way of making a research)

-gaʕ χʊlaṣa:t ʒawni sʕa:b. (All the summaries are difficult)

The examples show a clear shift between AA and SA, this question was further asked in the interview and the same results were found. So, we can summarize that our last hypothesis; i.e.; The selected language that university students often switch to is regarded as the language of their field of study, is confirmed.

3.5 Conclusion

This chapter aimed at analyzing and interpreting the collected data that was obtained by means of the questionnaire, the interview and recordings. Our study focuses on a particular phenomenon which is code switching taking Tlemcienan university students as our case ,we tried to compare the use of code switching between different departments focusing on the factors that motivate this alternation in addition to the different attitudes given by university students towards this phenomenon and the main aim was to discover whether the field of study influences the use of CS or not.Besides,we tried to analyze all data that helped us to test the validity of our hypotheses.

- 47 -

General Conclusion

General Conclusion

The current research work attempts to explain the phenomenon of code switching which was considered as a matter of debate among linguists for a long time. Code switching is a sociolinguistic phenomenon that occurs mainly in bilingual communities. In fact, it is considered as a skill that is used in a conversation in order to facilitate communication.

The present work is concerned with the occurrence of CS in Tlemcen University. We started our investigation on the basis of the fact that code switching may have a relation with the students' field of study in this community. Thus, our major aim was to see whether the field of study of Tlemcen University students affects the use of code switching or not. In addition to that our investigation was mainly about the factors that lead university students to codeswitch and their perception towards this phenomenon. In order to study the topic and answer the three main questions of our research 76 random students from Abou Baker belkaid university were chosen as a sample to answer a questionnaire and an interview.

Concerning the outline of this work. It was divided into three chapters. The first chapter represented a theoretical background of the study of code switching where the different definitions and theories related to this subject were mentioned. The second chapter was about language contact phenomena in Algeria. The last chapter was about the interpretation of the main findings and results of the study in addition to data collection and analysis.

This research work aimed to answer three main questions. The first question was about the motivations that lead students to codeswitch. The results showed that Tlemcen university students alternate between languages mainly to compensate for their linguistic gaps. The second question dealt with the attitudes of the students towards this phenomenon. The findings revealed that the majority of the students have positive attitudes towards the use of this alternation. The last question aims to know whether the field of study influences the use of code switching or not. The results demonstrated that CS is really affected by the student's specialty so that many of them find themselves use the terms they study inside the classroom when they converse outside.

Like any other research work, the researcher faced two main difficulties. First, not all the informants were motivated to answer the questions so that some of them did not give relevant answers and the others did not answer some questions. Second, the time was

not enough to gather further results on the studied topic. For further research, we recommend to investigate other faculties and departments which will give different findings and may be exceptions.

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APPENDICES

Student's Questionnaire

Introduction:

The present questionnaire aims at collecting data about the different varieties used in the speech of Tlemcenian university students. Since the collected data is for scientific research, we ask for objectivity and honesty. Your identity is going to be anonymous, and the privacy of your answers is going be preserved as well.

يهدف الاستبيان الحالي إلى جمع بيانات حول التنوعات المختلفة المستخدمة في خطاب طلاب جامعة تلمسان. نظرًا لأن البيانات التي تم جمعها مخصصة للبحث العلمي، فإننا نطلب الموضوعية والصدق. ستكون هويتك مجهولة، وسيتم الحفاظ على خصوصية إجاباتك أيضًا.

Respondents' profile:

Residence: Gender: *Male* ☐   *female* ☐

Age: ☐

Field of study:

مكان إقامة

Questions:

1. Are you bilingual?

هل أنت مجيد اللّغتين

Êtes-vous bilingue ?

yes ☐   *No* ☐

2. How many languages do you use in Tlemcen when conversing?

كم لغة تستعمل في تلمسان عند التحدث؟

Combien de langues utilisez-vous à Tlemcen pour converser ?

One ☐ *two* ☐ *three* ☐

3. Which language do you usually switch to in a conversation? Why?

ما هي اللغة التي عادة ما تتحول إليها في المحادثة؟ لماذا ا؟

Vers quelle langue passez-vous habituellement dans une conversation ? Pourquoi ?

……………………………………………………………

4. *Is your use of code switching?*

   هل استخدامك لتناوب اللغوي

   Utilisez-vous L'alternance codique ?

   Deliberate □   *accidental □*

   متعمد □   غير مقصود □

5. *What motivate you to code switch?*

   ما الذي يحفز على التبديل اللغوي

   Qu'est-ce qui vous motive à l'alternance entre plusieurs codes linguistiques ?

   ……………………………………………………………

6. How do you see yourself when you alternate between code switching?

   كيف ترى نفسك عندما تقوم بالتناوب بين تبديل اللغوي

   . Comment vous voyez-vous lorsque vous alternez entre les changements de code ?

   prestigious □   strong □   weak □

   ذو هيبة □   قوي □   ضعيف □

   Prestigieux □   fort □   faible □

7. *What is your perception towards code switching?*

   ما هو رأيك تجاه تناوب اللغوي

   . Quelle est votre perception du changement de code ?

………

……………………………………………………………………………

8. Do your studies affect the use of code switching?

9. هل تؤثر دراستك على استخدام التبديل اللغوي

   . Vos études affectent-elles l'utilisation de la commutation de code ?

   ……………………………………………………………

9. Since you are studying in French \English or in Arabic, do you think that affects your use of code switching outside the classroom?

بما أنك تدرس باللغة الفرنسية او الإنجليزية او العربية هل تعتقد ان هدا يؤثر على الاستبدال اللغوي خارج القسم

Puisque vous étudiez en français\Anglais ou Arab, pensez-vous que cela affecte votre utilisation du changement de code en dehors de la classe ?

Thank you.

APPENDIX B: ENGLISH INTERVIEW

INTERVIEW

1.What is your perception towards code switching? explain.

2. Does the field of study affect the use of code switching? If yes, how?

الملخص

غالبا ما يقوم المتحدثين بأكثر من لغة بالتبديل بين اللغات في نفس المحادثة. تهدف هذه الدراسة الى تحليل العوامل الرئيسية التي تنجم عنها ظاهرة التناوب اللغوي بين اللهجة الجزائرية واللغة الفرنسية في جامعة ابو بكر بلقايد بتلمسان. يتمثل الهدف الرئيسي لهذه الدراسة في معرفة العلاقة بين التخصص الدراسي للطالب واستخدام التناوب اللغوي خارج الحصة الدراسية. كما تتطرق هذه الدراسة ايضا الى معرفة اراء الطلبة حول هذه الظاهرة. يعتبر الموضوع، المحاور، والتخصص الدراسي من العوامل الأساسية التي تؤثر على استعمال التناوب اللغوي اثناء المحادثة .

الكلمات المفتاحية:. التناوب اللغوي. العوامل، التخصص الدراسي ,المواقف.

Résume

Les locuteures de plusieurs langues passent souvent d'une langue à l'autre au cours d'une même conversation. Cette étude vise à analyser les facteurs principaux qui conduisent au phénomène de changement de code entre le Dialecte Algérien et le Français à l'université d'Abou Baker Belkaid à Tlemcen. L'objectif principal de cette étude est de découvrir la relation entre la spécialité des étudiants et l'utilisation de changement de code en dehors la classe. Cette étude traite également des attitudes des étudiants envers ce phénomène. Le sujet, le locuteur et le domaine d'études sont considérés comme les facteurs principaux qui influent l'utilisation de changement de code pendant la conversation

Mots-clés : Changement de Code, Les Facteurs, La Spécialité des étudiants, Attitudes.

Summary

Speakers of more than one language often switch between languages in the same conversation. This study aims to analyze the main factors that lead to the phenomenon of code switching between Algerian dialect and French at the university of Abou Baker Belkaid in Tlemcen. The main objective of this study is to find out the relationship between students 'speciality and the use of CS outside the classroom. This study also deals with the attitudes of the students towards this phenomenon. The topic, the speaker and the field of study are considered as the main factors that affect the use of code switching during the conversation.

Key Words: Code switching, Factors, Students' speciality, Attitudes.